

# **CHILD DEVELOPMENT**

## **Curriculum Content Frameworks**

### *Prepared by*

Mary Ann DuMond - DeWitt High School  
Anna Goff - Farmington High School  
Marlene Hada - Yellville- Summit High School  
Diana K. McCollum - North Little Rock High School – East  
Carolyn Raffety - Wynne High School

### *Edited by*

Suellen Ward - Program Manager, Family & Consumer Sciences Education  
Suzanne Jones - Public School Program Advisor, Family & Consumer Sciences Education  
Rose Marie Willis - Public School Program Advisor, Family & Consumer Sciences  
State Staff – Arkansas Department of Workforce Education

### *Facilitated by*

Karen Chisholm - Program Manager, Curriculum and Assessment  
Arkansas Department of Workforce Education

### *Disseminated by*

Career and Technical Education  
Office of Assessment and Curriculum  
Arkansas Department of Workforce Education

# Curriculum Content Framework

## CHILD DEVELOPMENT

**Grade Levels: 9, 10, 11, 12**  
**Course Code: 493020**

**Prerequisites:**

Course Description: Child Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, selection of child-care services, health and safety of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. Upon completion of this course, the student should be prepared to care for and guide the development of a child through all stages of growth—within a family, as a child-care professional, or in other experiences with children.

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# Unit 1: The Study of Children

## 4 Hours

Terminology: adolescence, child development, emotional development, environment, Freud, heredity, individual life cycle, infancy, intellectual development, Montessori, Montessori School, Moral development, observation, physical development, Piaget, preschooler, school age, social development, theory, toddler

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to the study of children		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 State characteristics of development	1.2.1 Apply the following: similar for everyone, builds on earlier learning, proceeds at individual rate, different areas interrelated, continuous throughout life	Foundation	Reading	Determines what information is needed [1.3.10]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Summarizes written information [1.6.17]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.3 Name reasons for studying child development	1.3.1 Determine goals for the study of child development	Foundation	Listening	Listens to follow directions [1.2.6]  Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to child development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.4 Identify 5 basic areas of child development (physical, emotional, social, intellectual, moral)		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to child development [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.5 Match stages in the individual life cycle with the correct age ranges		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to individual life cycle [1.1.13]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Applies knowledge to complete a practical task [1.4.3]  Describes/Explains scientific principles related to individual life cycle [1.4.14]
			Writing	Writes appropriate entries [1.6.22]
1.6 Describe influences of heredity and environment		Foundation	Listening	Comprehends ideas and concepts related to heredity and environment [1.2.1]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to heredity and environment [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.7 Designate guidelines for observing children	1.7.1 Research to determine methods used for studying children (include objective v/s subjective observations)	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data-related to observing children [1.4.22]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.8 Describe theories related to child development (Freud, Montessori, Piaget)		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to child development [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

## Unit 2: Pregnancy and Prenatal Development

### 14 Hours

Terminology: abstinence, amniocentesis, amniotic fluid, birth defect, cerebral palsy, chromosomes, Chronic Villa Sampling, cleft lip, cleft palate, conception, cystic fibrosis, dominant genes, Down Syndrome, FAS, fertility, genes, genetic counseling, hydrocephalus, infertility, maternity leave, miscarriage, muscular dystrophy, ovum, paternity leave, period of embryo, period of fetus, PKU, placenta, pregnancy, prenatal, recessive genes, Sickie Cell Anemia, sperm, Spina Bifida, STD, stillbirth, Tay-Sachs Disease, ultrasound, umbilical cord, uterus

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match terms related to pregnancy and prenatal development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 List early symptoms of pregnancy		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to early pregnancy [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]



CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Explain physical changes to the mother during pregnancy		Foundation	Listening	Comprehends ideas and concepts related to pregnancy [1.2.1]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to pregnancy [1.4.14]
			Speaking	Responds to listener feedback [1.5.10]
			Writing	Summarizes written information [1.6.17]
2.4 Name discomforts and complications of pregnancy		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to complications of pregnancy [1.4.14]
			Writing	Records data [1.6.16]
		Thinking	Reasoning	Comprehends ideas and concepts related to complications of pregnancy [4.5.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 Describe prenatal tests used to determine health of mother and fetus		Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data-related to prenatal tests [1.4.22]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
2.6 List STD’s most likely affect to health of unborn baby and mother		Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Acquires and process scientific data [1.4.1]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 Describe three stages of prenatal development		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to prenatal development [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to prenatal development [1.4.14]
			Writing	Uses words appropriately [1.6.20]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 Name factors that are harmful to the development of the unborn child	2.8.1 Analyze environmental impact on prenatal development	Foundation	Listening	Listens to follow directions [1.2.6]  Receives and interprets verbal messages [1.2.8]
			Reading	Identifies inaccurate information/entries on written documents [1.3.16]
			Science	Analyzes environmental, issues (ecology, pollution, waste management) [1.4.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
			Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.9 Describe types of care for the mother's and baby's health		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to pregnancy [1.4.14]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
2.10 Name risks due to teen pregnancy		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to teen pregnancy [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.11 Discuss costs of teen pregnancies to society		Foundation	Arithmetic/ Mathematics	Calculates dollar amounts [1.1.7]
			Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Distinguishes between fact and opinion [1.3.11]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.12 State plans that need to be made prior to the birth of a baby	2.12.1 Plan for the birth of a baby	Foundation	Arithmetic/ Mathematics	Calculates/Estimates [1.1.8]
			Listening	Listens for content [1.2.3]
			Reading	Determines what information is needed [1.3.10]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive [4.6.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.13 List careers related to pregnancy and prenatal development	2.13.1 Determine competencies for careers related to prenatal development	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]  Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Career Awareness, Development and Mobility	Explores career opportunities [3.1.6]



## Unit 3: Birth and the Newborn

### 7 Hours

Terminology: afterbirth, APGAR test, bonding, cervix, cesarean birth, colostrums, delivery, dilation, fontanel, forceps, labor, lay midwife, nurse-midwife, obstetrician, pediatrician, postnatal, postpartum, premature infant, rooming-in, uterine contractions, vagina

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to birth and the newborn		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 List factors to consider when choosing a birth attendant		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 Chart methods of childbirth and characteristics of each		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Science	Applies knowledge to complete a practical task [1.4.3]
				Records data related to childbirth [1.4.22]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.4 Name signs of beginning labor		Foundation	Listening	Listens for content [1.2.3]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Records data related to labor [1.4.22]
			Writing	Records data [1.6.16]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 Describe three stages of labor		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to the three stages of labor [1.1.13]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Science	Records data-related to the three stages of labor [1.4.22]
			Writing	Summarizes written information [1.6.17]
3.6 State characteristics of newborns		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to newborns [1.4.14]
			Writing	Records data [1.6.16]  Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 Describe postnatal care of the newborn, including those with special needs		Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Identifies inaccurate information/ entries on written documents [1.3.16]
			Science	Describes/Explains scientific principles related to newborn care [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Takes notes from various sources [1.6.18]  Sees relationship between two or more ideas, objects or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 List basic needs of newborns	3.8.1 Determine ways to meet basic needs of newborns	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to newborns [1.4.14]
			Writing	Writes appropriate entries [1.6.22]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
3.9 State benefits of bonding			Seeing Things in the Mind's Eye	Uses senses to perceive [4.6.5]
			Foundation	
			Listening	Listens for long-term contexts [1.2.7]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to bonding [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.10 List equipment and supplies needed to care for newborns	3.10.1 Research financial costs of equipment and supplies needed to care for newborns	Foundation	Arithmetic/ Mathematics	Calculates/Estimates [1.1.8]
			Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance toward goal attainment [3.4.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.11 Name specific care techniques for newborns	3.11.1 Demonstrate correct care techniques for newborns	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Applies information to job performance [1.3.4]
			Science	Describes/Explains scientific principles related to newborns [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Coaching	Helps other learn new skills [2.1.3]
		Personal Management	Responsibility	Exhibits enthusiasm in approaching and completing tasks [3.4.3]
3.12 List physical and emotional changes in the mother during the postnatal period		Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to [1.1.4]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to emotional and physical changes after birth [1.4.14]
			Writing	Summarizes written information [1.6.17]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.13 Name careers related to birth, newborn, or postnatal period		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development and Mobility	Establishes and implements a plan of action [3.1.5]



## Unit 4: The First Year

### 7 Hours

Terminology: attention span, cause and effect, colic, concrete operations period, cradle cap, crib death, developmental delays, diaper rash, failure to thrive, formal operations period, hand-eye coordination, large motor skills, neurons, object permanence, perception, personality, preoperational period, primary teeth, repetition, sensory-motor skills, SIDS, stranger anxiety, teething temperament, weaning

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to the first year		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Name developmental needs during the first year		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 Designate characteristics of physical development during the first year		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to physical development [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
4.4 Name three basic patterns of physical development		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.5 Name ways to promote physical development during the first year	4.5.1 Plan an environment that promotes physical development during the first year	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]  Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]  Follows safety guidelines [1.4.16]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Knowing How to Learn	Applies new knowledge and skills to physical development [4.3.1]
		Thinking		

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 Describe daily care routines for feeding, bathing, dressing, and diapering an infant		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to daily care of infant [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
4.7 Designate ways to provide a safe environment for infants		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Follows safety guidelines [1.4.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Creative Thinking	Forms opinions [4.1.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 Designate characteristics of intellectual development during the first year		Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
4.9 Name ways to promote intellectual development during the first year		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Writes appropriate entries [1.6.22]
4.10 Match types of learning with correct definitions	4.10.1 Plan learning experiences that demonstrates cause & effect and object permanence	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.11 List toys and play equipment suitable for a baby	4.11.1 Plan learning experiences to promote intellectual development during the first year	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]  Follows safety guidelines [1.4.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17]  Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to intellectual development [4.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.12 Designate features of safe toys and play equipment for infants	4.12.1 Evaluate safety features of toys for infants	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]  Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Follows safety guidelines [1.4.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Writes appropriate entries [1.6.22]
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.13 Designate characteristics of emotional and social development during the first year		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to emotional and social development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
4.14 Discuss fears during the first year		Foundation	Listening	Listens for emotional meaning [1.2.5]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to fears [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]



CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.15 Explain ways infants express emotions		Foundation	Reading	Identifies inaccurate information/ entries on written documents [1.3.16]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
4.16 List ways infants communicate		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to infant communication [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Interpersonal Skills	Negotiation	Comprehends ideas and concepts related to infant communication [2.5.2]
4.17 Describe relationships during infancy		Foundation	Listening	Evaluate oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.17 (Cont'd)		Interpersonal	Writing	Writes logical and understandable sentences [1.6.23]
			Negotiation	Comprehends ideas and concepts related to effective relationships [2.5.2]
4.18 Explain personality development during the first year	4.18.1 Plan activities to stimulate emotional and social development during the first year	Foundation	Listening	<p>Listens for content [1.2.3]</p> <p>Listens to follow directions [1.2.6]</p>
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to personality development [1.4.14]
			Writing	<p>Analyzes data, summarizes results, and makes conclusions [1.6.2]</p> <p>Writes appropriate entries [1.6.22]</p>
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to personality development [4.3.1]

## Unit 5: Children from One to Three 7 Hours

Terminology: autonomy, cooperative play, developmentally appropriate, discipline, guidance, imitation, large motor skills, needs, negativism, parallel play, positive self-concept, self-centered, self-discipline, separation anxiety, small motor skills, socialization, temper tantrum

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to children from one to three		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Designate characteristics of physical development for ages one to three		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Summarizes written information [1.6.17]  Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 Name routines for young children that promote sound physical health (include hygiene, exercise, feeding, sleeping, toilet training)		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to physical health [1.4.14]
			Writing	Follows safety guidelines [1.4.16]
				Summarizes written information [1.6.17]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]
5.4 Designate ways to provide a safe environment for toddlers (include accident prevention)	5.4.1 Plan a safe environment for toddlers	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Follows safety guidelines [1.4.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.5 Describe meals suitable for toddlers	5.5.1 Plan a daily menu for a toddler	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to physical health [1.4.14]
		Thinking	Writing	Organizes information into an appropriate format [1.6.10]
			Creative Thinking	Combines ideas or information in a new way [4.1.2]
5.6 Name features of appropriate clothes for toddlers (include comfort, durability, economic factors)	5.6.1 Evaluate clothing for toddlers	Foundation	Knowing How to Learn	Applies new knowledge and skills to physical health [4.3.1]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Writing	Summarizes written information [1.6.17]
			Decision Making	Evaluate information to make best decision [4.2.5]
			Problem Solving	Draws conclusions from observations, evaluate conditions, and give possible solutions [4.4.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.7 List bedtime problems of toddlers and ways to minimize the problems (include bedtime routines, comforting fears)	5.7.1 Plan a bedtime routine for a toddler	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Applies information to job performance [1.3.4]
			Science	Describes/Explains scientific principles related to physical health [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.8 Explain process of toilet training (include readiness signs, routine, and accidents)		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Distinguishes between fact and opinion [1.3.11]
			Science	Describes/Explains scientific principles related to bladder control [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
5.9 Designate characteristics of intellectual development for ages one to three		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.10 Match ways children learn with correct definitions (include incidental, trial-and-error, imitation, directed)		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.11 State ways to promote intellectual development in toddlers (include ways to guide learning, activities, toys, speech)	5.11.1 Plan learning experiences for a toddler	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]



CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.12 List characteristics of safe, suitable toys for toddlers	5.12.1 Analyze toys for toddlers	Foundation	Listening	Listens to follow directions [1.2.6]  Receives and interprets verbal messages [1.2.8]
			Reading	Identifies inaccurate information/entries on written documents [1.3.16]
			Science	Follows safety guidelines [1.4.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Leadership	Organizes group in planning and performing a specific task [2.4.9]
		Thinking	Teamwork	Works effectively with others to reach a common goal [2.6.6]
			Decision Making	Evaluates information/data to make best decision [4.2.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.13 Designate characteristics of emotional and social development for ages one to three		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to emotional and social development [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to emotional and social development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures and traditions [2.2.4]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.14 State ways to influence toddlers' emotional and social development (include giving choices, redirect the child, encourage thinking)		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to emotional and social development [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
5.15 Name common emotions of toddlers (include negativism, empathy, self-centered)		Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information and applies it to a task [1.3.8]
				Determines what information is needed [1.3.10]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Writing	Summarizes written information [1.6.17]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.16 List ways toddlers express emotions (include temper tantrums, negativism, showing affection)	5.16.1 Analyze techniques for helping toddlers express emotions	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to emotional and social development [4.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.17 State ways relationships influence child development (include developing self- concept)	5.17.1 Analyze effects of relationships on young children	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Identifies inaccurate information/ entries on written documents [1.3.16]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Negotiation	Comprehends ideas and concepts related to relationships [2.5.2]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
5.18 Name ways to help young children develop a positive self-concept (include responding in a positive way in actions, words, and attitudes)		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]  Takes notes from various sources [1.6.18]
		Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.19 Designate effective guidance techniques for ages one to three (include being positive, clear, simple, and firm)	5.19.1 Analyze guidance techniques for toddlers	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Speaking	Speak effectively using appropriate eye contact, gestures and posture [1.5.11]
				Speaks in a clear, concise manner [1.5.12]
		Interpersonal	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Leadership	Comprehends ideas and concepts related to guidance [2.4.2]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

## Unit 6: Children from Four to Six 7 Hours

Terminology: ADHD; ambidextrous, conscience, dexterity, dramatic play, dyslexia, finger play, gender identity, gifted children, group identification, IQ, learning disability, make-believe play, moral development, multiple intelligences, peers, phoneme, permanent teeth, regression behavior, sibling

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Match terms related to children from four to six		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 Designate characteristics of physical development for ages four to six (include height & weight, proportion, teeth, motor skills)		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to physical development [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Thinking	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.3 State ways to promote physical development for ages four to six (including effects of poor food habits and teaching nutrition)		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Summarizes written information [1.6.17]
6.4 Explain ways to help preschoolers develop positive self-care habits		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]



CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 Designate characteristics of intellectual development for ages four to six		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to intellectual development [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
6.6 State ways to stimulate intellectual development for ages four to six (include multiple intelligences, toys, books, play materials, and play activities)	6.6.1 Analyze toys, books, and play materials for preschoolers  6.6.2 Plan play activities for preschoolers	Foundation	Listening	Listens for content [1.2.3]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.7 Name ways to help children develop readiness for school	6.7.1 Examine/administer school Readiness Evaluation Instrument	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures and traditions [2.2.4]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.8 Designate characteristics of emotional and social development for ages four to six (emotional include self-confidence, anger, fear, jealousy)		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures and traditions [2.2.4]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
6.9 Name ways to stimulate emotional and social development for children ages four to six		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.10 Describe preschooler's relationships with others	6.10.1 Observe preschoolers interaction In various settings	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes sentences into paragraphs [1.6.11]
				Writes logical and understandable sentences [1.6.23]
		Thinking Skills	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
6.11 Explain ways children develop a sense of right and wrong, moral development	6.11.1 Plan ways to help children develop a sense of right and wrong	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures and traditions [2.2.4]
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.12 Name positive guidance techniques for ages three to six	6.12.1 Analyze guidance techniques for ages four to six	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Applies knowledge to complete a practical task [1.4.3]
				Describes/Explains scientific principles related to emotional development [1.4.14]
		Interpersonal	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Leadership	Comprehends ideas and concepts related to emotional and social development [2.4.2]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
6.13 Designate advantages and disadvantages of IQ tests		Foundation	Reading	Identifies inaccurate information/ entries on written documents [1.3.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Records data [1.6.16]
		Thinking	Creative Thinking	Forms opinions [4.1.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.14 Describe effects of learning disabilities and giftedness on school experiences		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to emotional and social development [1.4.14]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
6.15 Name pros and cons of competition among children		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

## Unit 7: Children from Seven to Twelve

### 6 Hours

Terminology: eating disorder; gender identity; growth spurt; hyperactive; independence; peer pressure; puberty; role model; self worth

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Match terms related to children from seven to twelve		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 Designate characteristics of physical development for ages seven to twelve		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to physical development [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to physical development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.3 State ways to help school-age children meet personal health care needs	7.3.1 Plan ways to encourage self-care habits	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]  Comprehends mathematical ideas and concepts related to Follows written direction [1.3.13]
			Science	Describes/Explains scientific principles related to health [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]



CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.4 Designate signs of intellectual development for ages seven to twelve		Foundation	Arithmetic/Mathematics	Comprehends mathematical ideas and concepts related to intellectual development [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to intellectual development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
7.5 Designate characteristics of social and emotional development for ages seven to twelve		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.6 State ways to influence social and emotional development for children ages seven to twelve	7.6.1 Plan ways to meet social and emotional needs of school-age children	Foundation	Listening	Listens to follow directions [1.2.6]  Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to emotional development [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.7 Describe relationships during the school-age period (friends, family)		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes sentences into paragraphs [1.6.11]  Writes logical and understandable sentences [1.6.23]
		Interpersonal	Negotiation	Comprehends ideas and concepts related to relationships during school-age period [2.5.2]

## Unit 8: Health and Safety of Children

### 4 Hours

Terminology: allergies, antibodies, artificial respiration, asthma, child abuse, communicable diseases, contagious, convulsion, CPR, fracture, Heimlich maneuver, immunization, poison control center, sprain, vaccine, wellness

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Match terms related to health and safety of children with correct definitions		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Provide safety guidelines for children of different ages	8.2.1 Research safety guidelines for children in Arkansas	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	8.2.2 Research Arkansas child vehicle safety restraint laws		Science	Follows safety guidelines [1.4.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
8.3 Identify common childhood diseases		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to childhood diseases [1.4.14]
			Writing	Uses words appropriately [1.6.20]
				Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.4 Describe medical checkups and immunizations		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to medical checkups [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking		Takes notes from various sources [1.6.18]
			Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
8.5 State guidelines for caring for a sick child		Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Summarizes written information [1.6.17]
				Takes notes from various sources [1.6.18]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]
			Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.6 Describe First Aid and emergency situations and how to respond	8.6.1 Recommend procedures to care for sick and injured children	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data-related to emergency situations [1.4.22]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking		Records data [1.6.16]
			Decision Making	Considers risks when making a decision [4.2.3]
			Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
8.7 Describe child abuse and neglect	8.7.1 Develop plan for reporting child Abuse and neglect	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to child abuse and neglect [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Problem Solving	Devise and implements a plan of action to resolve problem [4.4.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.8 List careers related to health and safety of children	8.8.1 Research careers related to health and safety of children	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development and Mobility	Analyzes own knowledge, skills and ability [3.1.2]
			Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]

## Unit 9: Parenting

### 4 Hours

Terminology: adoptive parent, caregiver, crisis, discipline, latchkey children, nurturing, parenting, punishment, readiness, responsibility, rights, routine, single parent family, stepparent, stress, teen parent

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Match terms related to parenting		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.2 Name factors to consider when determining parenthood readiness	9.2.1 Analyze parenthood readiness	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]  Determines what information is needed [1.3.10]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]



CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.3 List ways parenthood changes lifestyle		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Organizes information into an appropriate format [1.6.10]
				Records data [1.6.16]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
9.4 Designate challenges associated with single parents, stepparents, adoptive parents, teen parents, parents of children with disabilities, and parents of gifted children		Foundation	Listening	Listens for content [1.2.3]
			Reading	Determines what information is needed [1.3.10]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures and traditions [2.2.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.5 Select rights of children	9.5.1 Research society's role in protecting children's rights	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Adapts notes to a proper form [1.6.1]  Records data [1.6.16]
		Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
9.6 List responsibilities of parents		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Thinking	Creative Thinking	Forms opinions [4.1.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.7 Match types of child-care services with correct definitions and select characteristics of quality child-care services	9.7.1 Evaluate a child care service	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
				Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Listening	Writes appropriate entries [1.6.22]
				Comprehends ideas and concepts related to child care services [1.2.1]
		Thinking	Integrity/ Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
			Creative Thinking	Forms opinions [4.1.7]

## Unit 1

### The Study of Children

1. Adolescence - the period of great growth and change between childhood and adulthood.
2. Child Development - the study of how children grow and change physically, intellectually, emotionally, socially and morally.
3. Emotional Development - a developmental process that refers to the ability to experience, express, and control emotions.
4. Environment - a person's surroundings and everything in them, including both human and non-human factors.
5. Freud, Sigmund - Austrian psychiatrist whose theory states that a person's early emotional experiences affect adult life profoundly.
6. Heredity - the sum of all the qualities a person inherits from his or her parents at birth.
7. Individual Life Cycle - a series of stages a person passes through during his or her lifetime. They are: Infancy, Toddler, Preschool, School Age, and Adolescent.
8. Infancy - period of childhood from birth up to one year.
9. Intellectual Development - a developmental process that refers to the growth of the brain and the use of mental skills.
10. Montessori, Maria - Italian educator whose theory states children learn best through their senses pursuing their own interests at their own rate.
11. Montessori School - a school providing children freedom within limits by a rather structured approach, and a fixed method in which materials are presented.
12. Moral Development - developmental process that refers to the ability to know right from wrong.
13. Observation - an act of recognizing and recording behavior.
14. Physical Development - a developmental process that refers to the physical growth of a person's body. This growth affects height, weight, and internal body systems.
15. Piaget, Jean - the first to study children in a scientific way; he said that children go through four stages of thinking and should be given learning tasks suitable for each stage.

16. Preschooler - period of childhood from three to five years of age.
17. School Age - a child old enough to attend school. Ages 5-12.
18. Social Development - a developmental process that refers to the way people relate to others around them.
19. Theory - a scientifically acceptable principle followed as the basis of action.
20. Toddler - period of childhood from one to three years of age.

## Unit 2 Pregnancy and Prenatal Development

- 21. Abstinence - refraining from sexual intercourse until marriage.
- 22. Amniocentesis - a prenatal test using a sample of amniotic fluid to check for birth defects.
- 23. Amniotic Fluid - liquid that surrounds and protects the developing baby in the uterus during pregnancy.
- 24. Birth Defect - problem's babies are born with which threaten their health or ability to live.
- 25. Cerebral Palsy - problems of the motor system that can include lack of coordination, stiffness, jerkiness, difficulty with speech, and paralysis.
- 26. Chromosomes - carry the genes that convey hereditary characteristics.
- 27. Chronic Villa Sampling - a prenatal test for specific birth defects performed by sampling small amounts of the tissue from the membrane around the fetus.
- 28. Cleft Lip - see "Cleft Palate"
- 29. Cleft Palate - a gap in the upper lip or palate that causes problems with eating, swallowing, speech and appearance.
- 30. Conception - union of an ovum and sperm, resulting in the beginning of a pregnancy.
- 31. Cystic Fibrosis - affects the respiratory and digestive systems; many children die before reaching adulthood.
- 32. Dominant Genes - the genes that dictate the way a trait is expressed.
- 33. Down Syndrome - a group of problems that include mental retardation, problems of the heart, blood and digestive system and poor muscle tone.
- 34. FAS - (Fetal Alcohol Syndrome) - a birth defect that occurs because a mother drinks alcohol during pregnancy.
- 35. Fertility - the ability to conceive a child.
- 36. Genes - units that determine inherited characteristics.

- 37. Genetic Counseling - medical advice that tells a couple the options and risks of having genetic problems their children.
- 38. Hydrocephalus - an excess of fluid surrounds the brain, causing brain damage. See also "Spina Bifida".
- 39. Infertility - the inability to conceive a child.
- 40. Maternity Leave - time off from work that allows a mother to give birth, recover, and begin to care for a new baby.
- 41. Miscarriage - the unexpected death of a developing baby before twenty weeks of pregnancy.
- 42. Muscular Dystrophy - there are different types that involve a progressive weakness and shrinking of the muscles; the most common form begins between the ages of two and six.
- 43. Ovum - female sex cell, or egg, needed for reproduction.
- 44. Paternity leave - time off from work that allows a father to care for a new baby.
- 45. Period of Embryo - the developing baby from conception until the second week of pregnancy.
- 46. Period of Fetus - the developing baby from the eighth or ninth week of pregnancy until birth.
- 47. PKU - (Phenylketonuria) - a condition in which the body is unable to process and use a specific protein; mental retardation can result.
- 48. Placenta - a tissue in the uterus of a pregnant woman that brings food and oxygen from the mother's body to a developing baby.
- 49. Pregnancy - the time of life from conception until birth.
- 50. Prenatal - the time before the baby is born.
- 51. Recessive Genes - genes that are expressed as a trait only if paired with a matching recessive gene.
- 52. Sickle Cell Anemia - malformed red blood cells that interfere with the supply of oxygen to all parts of the body which can lead to early death.
- 53. Sperm - the male sex cell needed for reproduction.
- 54. Spina Bifida - an incompletely formed spinal cord may lead to stiff joints, difficulty moving the legs, partial paralysis and problems with the kidneys and urinary tract; seventy percent of children with spinal bifida also have hydrocephalus, in which an excess of fluid surrounds the brain, causing brain damage.

- 55. STD - (Sexually Transmitted Diseases) - an illness spread from one person to another by sexual contact.
- 56. Stillbirth - the unexpected death of a developing baby after twenty weeks of pregnancy.
- 57. Tay-Sachs Disease - lacking a certain chemical in the blood that makes children's bodies unable to process and use fats, which leads to severe brain damage and to death, usually by age four.
- 58. Ultrasound - a prenatal test using sound waves to make a picture of the unborn child.
- 59. Umbilical Cord - tube that connects the placenta to the unborn child which nourishes it, gives it oxygen, and takes away wastes.
- 60. Uterus - reproductive organ in a woman in which a baby develops.



### Unit 3 Birth and the Newborn

1. Afterbirth - the placenta, umbilical cord and amniotic sac that is delivered after the baby.
2. APGAR Scale - a rating system that tests a newborns physical condition.
3. Bonding - forming strong emotional ties between individuals.
4. Cervix - the lower part of the uterus.
5. Cesarean Birth - to deliver the baby by making a surgical incision in the mother's abdomen.
6. Colostrum - the first milk produced by a woman's breast after childbirth. It is rich in antibodies to protect the child from disease.
7. Delivery - the birth of the baby.
8. Dilation - the stretching of the cervix to ready it for childbirth.
9. Fontanelles - open spaces in a baby's head where the bones have not joined.
10. Forceps - specialized tongs or pinchers used in delivery to grasp a baby to aid in delivery.
11. Labor - process by which baby gradually moves out of the uterus into the vagina to be born.
12. Lay-midwife - a non-medically trained person who helps deliver babies.
13. Nurse-midwife - a medically trained person who helps deliver babies.
14. Obstetrician - a doctor who specializes in pregnancy and childbirth.
15. Pediatrician - a doctor who specializes in the care of children.
16. Postnatal - the period of the child after the birth.
17. Postpartum - the time for the mother after the baby is born.
18. Premature Infant - baby born before 37 weeks of development and weighing less than 5 pounds 8 ounces.

- 19. Rooming-in - when the newborn stays in the room with the mother day and night in the hospital.
- 20. Uterine Contractions - the muscle walls of the uterus working to expel the baby.
- 21. Vagina - the birth canal that allows the baby to be delivered.

## Unit 4 The First Year

1. Attention Span - the length of time a person can concentrate on any one thing.
2. Cause and Effect - the idea that one action results in another action or condition.
3. Colic - acute abdominal pain caused by abnormal conditions in the bowels.
4. Concrete Operations Period - Piaget's third stage of learning during which children can think logically but still learn best from direct experience.
5. Cradle Cap - a skin condition in infants in which the scalp develops patches of yellow, crusty scales.
6. Crib Death - See "SIDS".
7. Developmental Delays - parts of development that are slower than the average.
8. Diaper Rash - patches of rough, irritated skin in the diaper area.
9. Failure To Thrive - a condition in which the baby does not grow and develop properly.
10. Formal Operations Period - Piaget's fourth stage of learning, during which children become capable of abstract thinking.
11. Hand-eye Coordination - the ability to move hands and fingers precisely in relation to what is seen.
12. Large Motor Skills - the use and control of the large muscles of the back, legs, shoulders and arms.
13. Neurons - nerve cells.
14. Object Permanence - the concept in which an infant learns that people or things exist even when they are gone from sight.
15. Perception - the ability to learn from the senses.
16. Personality - the characteristics that make a person unique.
17. Pre-operational Period - Piaget's second stage of learning, during which children think about everything in terms of their own experiences.

18. Primary Teeth - teeth which will begin being replaced at about the age of six.
19. Repetition - learning by doing the same task or skill over and over.
20. Sensory-Motor Skills - the use and control of the small muscles of the wrists, fingers and ankles.
21. SIDS - (Sudden Infant Death Syndrome) - when seemingly healthy children between the ages of two weeks and six months suddenly die in their sleep. Also known as "Crib Death".
22. Stranger Anxiety - a baby's fear of unfamiliar people.
23. Teething - when a baby begins cutting his or her primary teeth.
24. Temperament - a person's style of reacting to the world and relating to others.
25. Weaning - the process of changing from drinking from a bottle or the breast to a cup.

Unit 5  
Children from One to Three

1. Autonomy - being independent.
2. Cooperative Play - activity in which children actually play with one another.
3. Developmentally Appropriate - tasks that are suitable to a child given his/her age and interests.
4. Discipline - training that corrects, molds, and perfects ones actions.
5. Guidance - help in learning acceptable behavior.
6. Imitation - learning that occurs by watching and copying the actions of others.
7. Large Motor Skills - the use and control of the large muscles of the back, legs, shoulders and arms.
8. Needs - something that you have to have in order to live.
9. Negativism - the act of being negative, lacking a positive outlook, doing the opposite of what others want.
10. Parallel Play - activity in which children play side by side without interacting.
11. Positive Self Concept - the mental picture you have of yourself as being equal with other people.
12. Self Centered - thinking about ones own needs and wants before others.
13. Self Discipline - the ability to direct your own behavior in a responsible way.
14. Separation Anxiety - a child's fear of being away from parents, familiar caregivers, or the normal environment.
15. Small Motor Skills - an ability that depends on the use and control of the finer muscles of the wrist, finger, and ankles.
16. Socialization - the process by which children gradually learn to get along with other people.
17. Temper Tantrum - a sudden outburst of anger in which children may kick, scream, cry, or hold their breath.

Unit 6  
Children from Four to Six

1. ADHD - (Attention Deficit Hyperactivity Disorder) - a learning disability in which a person is not able to control his or her activity or concentrate for a normal length of time.
2. Ambidextrous - ability to use both hands with equal skill.
3. Conscience - an inner sense of what is right.
4. Dexterity - the skillful use of hands and fingers.
5. Dramatic Play - play in which children imitate real life situations.
6. Dyslexia - a learning disability in which a person is unable to understand printed symbols in a normal way.
7. Finger Plays - songs or chants with accompanying hand motions.
8. Gender Identity - recognizing being a boy or a girl.
9. Gifted Child - children with unusual intelligence, special artistic talents, and/or the ability to understand relationships and abstract ideas.
10. Group Identification - a feeling of belonging to a certain group of people.
11. IQ - (Intelligence Quotient) - a number obtained by comparing a person's intelligence to the scores of others.
12. Learning Disability - a problem in a person's mental process that prevents learning in a normal way
13. Make-believe Play - pretending to be something or someone you are not.
14. Moral Development - developmental process that refers to the ability to know right from wrong.
15. Multiple intelligence's - many different ways of using the mind and body to experience the world.
16. Peers - the other people in a person's age group.
17. Permanent Teeth - secondary teeth that replace primary or deciduous teeth.

- 18. Phoneme - the individual sounds in words.
- 19. Regression Behavior - reverting to earlier behaviors.
- 20. Sibling - a brother or sister.

Unit 7  
Children from Seven to Twelve

1. Eating Disorder - extreme, unhealthy behavior relating to food, eating and weight.
2. Gender Identity - recognizing being a boy or a girl.
3. Growth Spurt - a period of rapid growth in a child.
4. Hyperactive - being overly and uncontrollably active.
5. Independence - learning to do things on ones own.
6. Peer Pressure - persuasion to conform to the group and go along with group activities.
7. Puberty - the set of changes that gives a child a physically mature body able to reproduce.
8. Role Model - a person that someone admires and wishes to pattern his or her behavior after.
9. Self Worth - an individual's measure of how much he or she is valued.



Unit 8  
Health and Safety of Children

1. Allergies - oversensitivity to one or more common substances.
2. Antibodies - very large proteins that weaken or destroy foreign substances in the body.
3. Artificial Respiration - a procedure for forcing air into the lungs of a person whose breathing has stopped.
4. Asthma - a condition affecting the lungs in which air passages tighten, making it difficult to breathe.
5. Child Abuse - physical, emotional, or sexual violence against children.
6. Communicable Diseases - illnesses that are easily passed from one person to another.
7. Contagious - the ability to be spread from one person to another. The period during which a communicable disease can be spread to another person.
8. Convulsion - a seizure or a period of unconsciousness with uncontrolled jerking of muscles.
9. CPR- (Cardiopulmonary Resuscitation) – First aid technique that tries to restore breathing and heartbeat to persons who show no signs of breathing or pulse.
10. Fracture - a break or crack in a bone.
11. Heimlich Maneuver - procedure that removes food or other obstacles from a choking person's airway.
12. Immunization - to protect a person from disease, usually by means of a vaccine.
13. Poison Control Center - a special unit that gives advice for and treats victims of poisoning.
14. Sprain - an injury caused by sudden, violent stretching of a joint or muscle.
15. Vaccine - a small amount of disease-carrying germs introduced to the body on purpose so that the body can build resistance to that disease.
16. Wellness - the process of acquiring and maintaining physical, mental, emotional, and social health.

## Unit 9 Parenting

1. Adoptive Parent - a person who becomes a parent through a legal process.
2. Caregiver - a person that provides care for and meets the needs of someone else.
3. Crisis - an unstable or critical situation in which the outcome will make a decisive difference for better or worse.
4. Discipline - training that corrects, molds, and perfects ones actions.
5. Latch Key Child - a child who regularly goes home after school to an empty house or apartment.
6. Nurturing - providing love, support, attention, and encouragement.
7. Parenting - the process of caring for children and helping them grow and learn.
8. Punishment - a penalty inflicted on a child for a violation.
9. Readiness - willingness
10. Responsibility - an obligation or duty for which a person is held accountable.
11. Rights - special privilege, benefit, or personal favor to which one is entitled.
12. Routine - an established procedure.
13. Single Parent Family - occurs as the result of divorce, separation, death or having children outside of marriage.
14. Stepparent - a person married to ones parent.
15. Stress - physical or psychological tension and strain.
16. Teen Parent - a teenager who becomes a parent.